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ABSTRACT

This publication describes free print and audiovisual materials for teaching about Japan in elementary and secondary schools. The booklet was written to enable teachers to take advantage of the many free materials that are currently available. The first section cites sources of free materials in the United States. Names and addresses of groups such as Japanese embassies and consulate generals, Japanese national tourist organizations, offices of Japan Air Lines, offices of Japanese external trade organizations, and various professional organizations are listed. Another invaluable source of information is newsletters. A list of free periodic newsletters is included. Each year major corporations, foreign embassies, unions, and agencies of the United States government publish a variety of free and/or inexpensive teaching materials. Guides to publications which list where these materials can be obtained are described. The second section lists materials available from the Japanese embassy and consulate and other groups. Print material and many films are included. In the third and last section of the guide the author outlines the use of free Japanese materials in the curriculum. Print and nonprint materials for use in the following areas are listed: introduction to Japan, geography, history, law and political science, international relations, social studies, economics, religion and thought, literature/language, drama, art/music, and sports. Other resources include a role play on the position of the military in Japan, an analysis of the Constitution of Japan, a role-playing exercise on how to get along in Japanese society, Haiku activities, and a baseball game. (Author/RM)

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FREE RESOURCES FOR TEACHING ABOUT JAPAN

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FREE RESOURCES FOR TEACHING ABOUT JAPAN

"Some of the best things in life are free" - trite perhaps, but a surprisingly true adage when teachers begin their search for precollegiate resources for teaching about Japan. I hope this booklet will enable teachers to take advantage of the plethora of free materials, both written and audio-visual, that are currently available. All that is needed is a stack of school stationery or some time set aside for phone calls. Soon, supplementary pamphlets and films will enhance your classroom and bulletin board. Learning about another culture is best described as a multi-sensory experience. Attractive maps, wall posters, appropriate films, and bulletin boards brimming with current events articles can make the difference between students simply learning about Japan versus "experiencing" Japan.

The Booklet

This booklet exists to facilitate the acquisition of free classroom resources about Japan. Numerous workshops and exchanges with colleagues have revealed that many teachers simply are not aware of what is available. Therefore, rather than create new materials, I have designed this booklet as a vehicle for alerting teachers to what is already accessible. The sections included are: Who and Where - the various agencies supplying free materials, films, and newsletters; What - some of the print and film titles that are currently available; How - the Appendix. This last section contains exercises and techniques useful in the precollegiate classroom.

Although there are a number of resources on Japan available, most of us do not teach a course specifically on Japan. Since teaching about Japan comprises often only a small portion of the curriculum, resources need to be chosen appropriately. A section of the Appendix addresses this concern.

I have categorized numerous printed and audio-visual resources available from the Japanese Consulate into common junior and senior high school courses of study. I hope that this type of classification will suggest numerous entry points beyond the traditional Social Studies slot. Once Japan and various other cultural content areas are infused across the disciplines, typically U.S. and Euro-centered examples and content will diminish in favor of more encompassing course content. Ethnocentrism will not give way to a more global perspective on the basis of rhetoric alone. Global perspectives must be methodically infused, fostered, and nurtured. The structure of the elementary school curriculum easily facilitates this kind of pervasive infusion of other cultures which is the hallmark of global understanding. Elementary school strategies for integrating Japan into the curriculum can run the gamut from fashioning an ikebana (Japanese flower arrangement) display for Mother's Day to a coordination exercise in physical education featuring geta (Japanese platform shoes).

The various free loan films listed in the booklet are especially needed in this time of school budget cutbacks. Many of the films listed are colorful, accurate, and can be used for the mere cost of return postage and insurance. What better way to introduce kabuki (Japanese theatre form), ikebana, or bunraku (Japanese puppet theatre) than to have your students experience these in their classroom through films? The film Origami transforms colored paper into a three-dimensional cityscape of familiar and fantasy forms.

Dozens of universities across the country offer special help and resources for the precollegiate classroom. Typically called "outreach" (i.e., activities extending beyond the campus academic area), these endeavors often include a speaker's bureau, curriculum resource collection, teacher in-service

training, and a newsletter. Even if you are not in the immediate proximity of such a university or college, their newsletters are available free of charge to anyone. They are an invaluable source of information regarding commercial audio-visual and printed material, inexpensive resources, professional advancement through travel and study, and even lesson ideas and activities for the teaching file.

In addition to this booklet, there are numerous other publications, much larger in scope, which list sources of free and inexpensive materials. Often these volumes gather dust in the school or professional library while teachers scramble for almost non-existent funds for the purchase of supplementary materials or the rental of costly films. An extensive listing of such sources has been included in this booklet.

When contacting the agencies mentioned here, you should use school letterhead stationery for the initial request, as well as an acknowledgement of the receipt. In addition, an expression of gratitude is both thoughtful and useful, since many of the agencies must periodically justify this educational expense.

Beyond This Booklet

I hope that this booklet will serve as a vehicle for further discovery of available resources. Ideally, teachers in their individual locales will realize that a myriad of available resources exist beyond those listed here. Many are idiosyncratic to the individual locale. Often a quick scanning of the local phone directory under Japan, Japanese, etc. reaps benefits. Equally, the yellow pages can be a source of potential field trips, speakers, etc. when one consults the restaurant, ethnic/fraternal organizations, and similar listings. The application of these resources is bounded only by one's imagination and creativity.

Newspapers and periodicals are an obvious and invaluable source of current data. Though one teacher alone cannot possibly peruse a large number of periodicals, an entire class can do much better. Why not request that on Mondays, students must bring in a current-events article that they've read and summarized? The Monday format is especially useful since students have a chance to comb various periodicals that have arrived during the week; they can even visit the local library. In addition, the weekend affords an opportunity to glean news from the Sunday newspapers, usually a particularly rich resource. Often this assignment can lead to positive family "spin-off", since many students discuss their articles with other family members. By pooling resources in this way, a class can keep up with the contemporary aspects of Japan and many other cultures. This type of information-gathering can be carried out by elementary school students, once they have learned to recognize the word "Japan" in print. Once the students have located these articles, the teacher can take over and decipher. An additional dividend accruing with this type of exercise is the class bulletin board being updated weekly.

Advertisements in various periodicals are often an especially rich visual resource. They are useful both as an attractive bulletin board display and as the basis of an inquiry lesson regarding the images, stereotypes, etc. portrayed. Images such as the Japan Air Lines' display of Japanese cultural potpourri and the Guerlain perfumes' alluring geisha can be instructive when dissecting stereotypes and examining cultural differences.

Cartoons, readily accessible in a variety of periodicals, especially the New Yorker, are an equally useful source of visual images. Such cartoons offer an excellent example of racial stereotypes in the mass media. Graceful teahouses, bowing figurines, and ubiquitous cameras all say something

about the way we view the Japanese. Further, the language used in cartoons often refers to some indigenous aspect of the culture. References to haiku (Japanese poetry) or hara-kiri (seppuku - ritualistic suicide) can be developed in future class sessions.

A useful and recyclable classroom resource is a calendar such as the one available for a nominal fee from Japan Air Lines. Each month's graphic page can serve as the basis for an in-depth exploration of some aspect of Japanese culture that month. At the end of the year, the entire calendar can be recycled into an arrangement of twelve attractive posters for the classroom walls.

Planning a trip to a faraway place such as Japan can be an exciting educational experience for your class. A myriad of community resources comes into play during this exercise. Government agencies must be contacted for travel restrictions, passports, etc.; visas must be investigated; banks must be contacted for the latest yen rate; restaurants must be visited for that all-important pre-travel taste. Customs must be tried (if feasible) or at least investigated so that the proverbial "shock" will be lessened. Perhaps a corner of the classroom could be devoted to creating a tatami (Japanese floormats) over tile simulation of a ryokan (Japanese inn) room and a traditional meal. Travel agents must be contacted for information of flights, cost, accommodation, etc. Libraries must be visited, books examined, and seasoned travellers consulted in order to plan the all-important itinerary. A classroom session or two spent on Japanese language basics is, of course, in order. Of course souvenir purchases should be planned and investigated. School colleagues, parents of students, and students themselves are all potential sources for pre-trip information through slides, artifacts, and memorabilia. In addition, perhaps a public-spirited travel agent will give a presentation; or perhaps a retired couple will volunteer to share their

fascination with Japan in your classroom. An historical perspective can be gained from some of these presentations by pairing a speaker of post-WW II occupation period vintage with a more recent traveler. At the end of your imaginery trip planning experience, the class will have moved a considerable psychic distance in mutual understanding vis-a-vis the Japanese without having traversed a physical mile.

Museums can be a tremendous help in the trip-planning experience described above. If the museum is nearby, a docent-guided tour and lecture is especially effective. For those to whom time or distance is a problem, many museums have travelling trunk kits. These kits often contain an audio-visual segment (slide/script; filmstrip/cassette, etc.), as well as objects (kimono, geta, chopsticks, etc.). If your local museum does not have such realia for classroom usage, inquire about museum kits that travel nationwide.

Living in or near an urban center can provide numerous unique benefits. Foreign consulates, international centers, foreign relation councils, ethnic clubs, and corporations can be contacted for speakers and presentations. Many of these groups donate at least a portion of their resources to educational programming; many are also a source of free-loan films.

In a similar fashion, nearby colleges and universities can provide speakers. The Department of East Asian Studies is an obvious place to start. If your local institution does not have a separate East Asian department, there are other sources. Many business and agriculture faculty travel to the Orient as consultants; many humanities professors spend semesters in Japan. Foreign students on campus are another invaluable resource.

Foreign exchange programs and pen-pals are just two more ways to personalize the study of a faraway place. The list is endless. A final word is in order, however, regarding dissemination: once you have arranged

for a special class program and/or a film, why not share it with the teacher down the hall? Indeed, some of the programs and presentations suggested can be shared with the entire school. Further, a glass display case can serve the cause of cross-cultural understanding. Museum realia, private memorabilia and class projects can all be displayed in these often-vacant cases. Whatever the resource, there is bound to be another teacher, class, secretary, etc. who would benefit and enjoy sharing it with you.

I would like to thank Judith Berling, Ron DiCenzo, Terry Ochs, Claudia Reeves, and Richard Siegert for sharing their teaching ideas in this booklet. Their strategies have been included so that classroom teachers will have a small selection of supplementary materials readily available for classroom use.

WHO and WHERE -- U.S. SOURCES OF FREE MATERIAL ABOUT JAPAN

Embassy and Consulate General of Japan

Embassy of Japan, 2520 Massachusetts Ave. N.W., Washington, D.C. 20008
Consulate General of Japan, Anchorage, 909 West 9th Avenue, Anchorage, Alaska 99501
Consulate General of Japan, Atlanta, 400 Colony Square Bldg., 1201 Peachtree Street, N.E., Atlanta, Georgia 30361
Consulate General of Japan, Chicago, Water Tower Place, Suite 950E, 845 N. Michigan Ave., Chicago, IL 60611
Consulate General of Japan, Honolulu, 1742 Nuuanu Avenue, Honolulu, Hawaii, 96317
Consulate General of Japan, Houston, 504 First City National Bank Bldg., 1021 Main Street, Houston, Texas 77002
Consulate General of Japan, Los Angeles, 250 East First Street, Los Angeles, California 90012
Consulate General of Japan, New Orleans, 1538 International Trade Mart, 2 Canal Street, New Orleans, Louisiana 70130
Japan Information Center, One Citicorp Center, 44th Fl., 153 East 53rd Street, New York, New York 10022
Consulate General of Japan, Portland, 2400 First National Bank Tower, 1300 S.W. Fifth Avenue, Portland, Oregon 97201
Consulate General of Japan, San Francisco, 1601 Post Street, San Francisco, California 94115
Consulate General of Japan, Seattle, 614 Norton Bldg., 810 Second Avenue, Seattle, Washington, 98104

Japan National Tourist Organization

Chicago-Japan National Tourist Organization, 333 North Michigan Avenue, Chicago, Illinois 60601
Dallas-Japan National Tourist Organization, 1420 Commerce Street, Dallas, Texas 75201
Honolulu-Japan National Tourist Organization, 2270 Kalakaua Avenue, Honolulu, Hawaii 96815
Los Angeles-Japan National Tourist Organization, 624 South Grand Avenue, Los Angeles, California 90017
New York-Japan National Tourist Organization, 45 Rockefeller Plaza, New York, New York 10020
San Francisco-Japan National Tourist Organization, 1737 Post Street, San Francisco, California 94115

Japan Air Lines, Ltd., U.S. Offices

Chicago-Palmer House Bldg., 115 South State Street, Chicago, IL 60603
Los Angeles-555 West 7th Street, Los Angeles, California 90014
New York-655 Fifth Avenue, New York, New York 10022
San Francisco-Powell and O'Farrell Street, San Francisco, CA 94102
Washington, D.C.-919 17th Street, N.W., Washington, D.C. 20006

Other offices-Anchorage, Boston, Cleveland, Dallas, Detroit, Honolulu, Houston, Miami, Philadelphia, San Diego, St. Louis

Japan External Trade Organization's U.S. Offices

Japan Trade Center, San Francisco, 1737 Post Street, San Francisco, California, 94115
Japan Trade Center, Chicago, 230 North Michigan Avenue, Chicago, Illinois 60601
Japan Trade Center, New York, 44th Floor, McGraw-Hill Bldg., 1221 Avenue, New York, New York 10021
Japan Trade Center, Houston, Melrose Building, 1127 Walder Street, Houston, Texas 77002
Japan Trade Center, Los Angeles, 24th Floor, Bank of America Tower, 555 South Flower Street, Los Angeles, California 90071
Japan Trade Center, Houston, Dallas Branch, 1st Floor, World Trade Center - Dallas, 2100 Stemmous Freeway, Dallas, Texas 75258

The Japan Foundation

Washington, D.C.-The Japan Foundation, Suite 430, Watergate Office Bldg., 600 New Hampshire Avenue, N.W., Washington, D.C. 20037

Japan Center for International Exchange

Japan Center for International Exchange/USA, c/o Japan Society, Inc., 333 East 47th Street, New York, New York 10017

Association Films, Inc.

This firm distributes Japan Trade Center films.

Association Films, Inc., Regional Film Centers:

600 Grand Avenue, Ridgefield, New Jersey 07657
5797 New Peachtree Road, Atlanta, Georgia 30340
512 Burlington Avenue, La Grange, Illinois 60525
8615 Directors Row, Dallas, Texas 75247
7838 San Fernando Road, Sun Valley, California 91352

The Japan Society

Executive Director, The Japan Society, Inc., 333 East 47th Street, New York, New York 10017

The Asia Society

Educational Resource Program, 133 East 58th Street, New York, N.Y. 10022

Japan Broadcasting Corporation (NHK)

Mr. Toshio Nakana, Assistant Executive Director, The Japan Society, 333 East 47th Street, New York, New York 10017

Newsletters

Alas, rules are made to be broken-- one i-n-d-i-s-p-e-n-s-a-b-l-e resource--"FOCUS on Asian Studies" is not free. It is available three times a year for $3.00 and is well worth the price. (Make check payable to Ohio State University, 29 Woodruff Avenue, Columbus, Ohio 43210-Franklin Buchanan, Director) Each issue is approximately 60 pages with about one-third devoted to reviews of current books on Asia of interest to both elementary and secondary teachers.

There are a number of free periodic newsletters published around the country. They are an easy way to get information on new audio-visual and print materials, inexpensive resources, professional advancement through travel and study, as well as lesson ideas and activities.

"Asia in Arizona," East Asian Studies Center, University of Arizona, Tucson, Arizona 85721

"East Asia Public Affairs Bulletin," East Asian Institute, 904 International Affairs Bldg., Columbia University, NY, NY 10027

"East Asian News Bulletin," Harvard University, 1737 Cambridge Ave., Cambridge, MA 02138

"East Asian Newsletter," East Asian Language and Area Center, University of Virginia, Charlottesville, VA 29903

"East Asian Newsletter," East Asian Studies Department, Princeton University, Princeton, NJ 08540

"East Asian Studies Bulletin," East Asian Studies Department, 1890 East-West Road, University of Hawaii at Manoa, Honolulu, HI 96822

"East Asian Resource Center Newsletter," East Asian Resource Center, University of Washington, Seattle, WN 98105

"Five Colleges East Asian Newsletter," Five Colleges Center for East Asian Studies, Amherst College, Amherst, MA 01002

"I.C.I.P. News and Notes," Indiana Consortium for International Programs, Manchester College, North Manchester, IN 46962

"Japan Economic Survey," U.S.-Japan Trade Council, 1000 Connecticut Avenue, N.W., Washington, D.C. 20036

"News from the Center for Far Eastern Studies," Center for Far Eastern Studies, Kelly Hall 403, University of Chicago, Chicago, IL 60637

"Oberlin College East Asian Studies Center Newsletter," East Asian Studies Extension Service, King 141, Oberlin College, Oberlin, OH 44074

"PASE Newsletter," Project on Asian Studies in Education, 108 Lane Hall, University of Michigan, Ann Arbor, MI 48104

"Stanford-Berkeley East Asian Studies Newsletter," Joint Language and Area Center, University of California, Berkeley, CA 94720

"TEXPERA Newsletter," Texas Program for Educational Resources on Asia, Center for Asian Studies, SSB 310, University of Texas at Austin, Austin, Texas 78712

"Triangle Universities East Asia Center News," Center for International Studies, Duke University, Durham, NC 27706

"UNDERSTANDING," Education Liaison Program, Joint Centre on Modern East Asia, 14213 Robarts Library, University of Toronto, Toronto, Ontario, M55 1A5, Canada

"UPDATE," Center for Asian Studies Outreach Program, University of Illinois, 1208 West California, Urbana, IL 61801

"USC-UCLA East Asia Language and Area Studies Center Newsletter," University of Southern California, Los Angeles, CA 90024

"Yale University East Asian Newsletter," Council on East Asian Studies, 85 Trumbull Street, Yale University, New Haven, CT 06520 (Also available, "Go East")

SOURCES OF FREE AND OR INEXPENSIVE TEACHING MATERIALS IN YOUR LIBRARY

Compiled by Claudia Montgomery Reeves, Resource Librarian, Jefferson County Public Schools, Louisville, Kentucky.

Each year major corporations, foreign embassies, unions and agencies of the United States Government publish a variety of free and/or inexpensive teaching materials. Even though teachers are well aware of this existent treasure, accessibility to it is often a major problem. This section is intended to serve as a guide to publications which list where these materials can be obtained. Most of the following "guide books" can be found in your local or professional library.

BOOKS:

African-Asian Reading Guide for Children and Young Adults. Jeanette Hotchkiss. Scarecrow Press, 52 Liberty Street, Box 656, Metuchen, NJ 08840, 1976. $9.00
Not a list of free materials, but a very valuable list of fiction and non-fiction books about Japan.

Alternatives in Print: The Annual Catalog of Social Change Publications, 3rd edition. Glide Publications, 330 Ellis Street, San Francisco, CA 94102, 1973. $6.95
Guide to publications from non-profit, counterculture and third-world groups for secondary schools.

Asia: Teaching About/Learning From. Seymour Fersh. Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027, 1978. $6.95
Several chapters list a multitude of sources.

Asian Americans: An Annotated Bibliography for Public Libraries. Asian American Librarians Caucus. American Library Association, 50 East Huron Street, Chicago, IL 60611, 1977. $2.50
Pages 23-27 list adult and children's books related to Japanese Americans.

Building Ethnic Collections: An Annotated Guide for School Media Centers. Lois Buttlar and L. R. Wynar. Libraries Unlimited, Littleton, CO 80160, 1977. $18.50
Sources of print and non-print materials are listed, plus Japanese American chapter pages 235-248.

Catalog of Free Teaching Materials, 1973-1976, 8th edition. Gordon Salisbury. Rubidoux Printing, P. O. Box 175, Ventura, CA 93001. $3.00
Charts, posters, maps are listed among 8,000 items.

Catalog of Free Things. Jeffrey Feiman and Mark Weiss. Morrow, 105 Madison Avenue, New York, NY 10016, 1976. $6.95

Children's Media Market Place. Deirdre Boyle and Stephen Calvert (editors). Gaylord, P. O. Box 61, Syracuse, NY 13201, 1978. $15.95
Directory of sources for locating children's materials.

Educator's Guide to Free Films, 38th edition. John C. Diffor (editor), 1979. $14.50

Educator's Guide to Free Filmstrips, 30th edition. John C. Diffor (editor), 1979. $10.75

Educator's Guide to Free Audio and Video Materials, 25th edition. James L. Berger (editor), 1979. $11.25

Educator's Guide to Free Social Studies Materials, 18th edition. Patricia Suttles (editor), 1979. $13.75

Elementary Teachers Guide to Free Curriculum Materials, 35th edition. Patricia Suttles (editor). Educators Progress Service, 214 Center Street, Randolph, WI 53956, 1979. $12.50
These guides are all available from Educators Progress Service. All are updated yearly. Japan is a regular subject heading.

Educator's Guide to Media Lists. Mary R. Sive. Libraries Unlimited, P. O. Box 263, Littleton, CO 80120, 1975. $10.00
Section III, Chapter 26 lists free and inexpensive publications.

Ethnic American Minorities: A Guide to Media and Materials. Harry A. Johnson. Bowker, 1180 Avenue of the Americas, New York, NY 10036, 1976. $16.50
Japanese materials listed on pages 72-132. Example: Japanese Life (series of 5 charts - $2.50)

Ethnic Information Sources of the United States. Paul Wasserman. Gale Research Company, Book Tower, Detroit, MI 48226, 1976. $45.00
Sources of Japanese materials are listed on pages 311-329, many are free.

599 Free Things For Teachers. Jay Hopper. Xerox Education, 1250 Fairwood Avenue, Box 144, Columbus, OH 43216, 1976. $1.75

Free and Inexpensive Educational Aids, 4th edition. Thomas J. Pepe. Dover Publications, 180 Varick Street, New York, NY 10014, 1970. $2.00
Lists 1800 educational aids, including social studies.

Free and Inexpensive Learning Materials, 19th edition. George Peabody College for Teachers, Nashville, TN 37203, 1979. $4.50
Lists information sources for countries.

Free and Inexpensive Materials for Preschool and Early Childhood, 2nd edition. Robert Monahan. Fearon-Pitman, 6 Davis Drive, Belmont, CA 94002, 1977. $4.50

Guide to Educational and Learning Aids. R. M. Enterprises, P. O. Box 2784, 23587 Los Adornos, Laguna Hills, CA 92653, 1976. $2.00

Guide to Foreign Information Sources. Chamber of Commerce of the United States, 1615 "H" Street, NW, Washington, DC 20006, 1974. $1.00
Lists consulates, trade missions and travel offices.

Guide to Popular Government Publications for Libraries and Home Reference. Linda C. Pohle. Libraries Unlimited, Inc., Littleton, CO 80160, 1972. $9.50
Subjects included are U. S. History, World War II and Social Studies.

Guide to Sources of Educational Information. Marda Woodbury. Information Resources Press, 2100 M Street, NW, Washington, DC 20037, 1976. $25.00
Sources of free materials are listed in several chapters.

Handy Key To Your National Geographics: Subject-Picture Locator, 11th edition. Charles S. Underhill. C. S. Underhill, East Aurora, NY 14052, 1974. $3.00
At last, an easy way to find Japan in those old Geographics.

Index to Free Educational Material-Multimedia. National Information Center for Educational Media (NICEM), University of Southern California, University Park, Los Angeles, CA 90007, 1978. $26.50

Magazines For Libraries, 3rd edition. Bill Katz. Bowker, 1180 Avenue of the Americas, New York, NY 10036, 1978. $35.00
Free magazines from business and government are listed.

Posters For Teachers and Librarians: A Sourcebook of Free and Inexpensive Items, 2nd edition. Dale E. Shaffer. D. E. Shaffer, Library Consultant, 437 Jennings Avenue, Salem, OH 44460, 1978. $3.50

Selected Free Materials for Classroom Teachers, 6th edition. Ruth Aubrey. Fearon-Pitman, 6 Davis Drive, Belmont, CA 94002, 1978. $4.50

Sources of Free Teaching Materials - 1975: 135 Lists to Write For Plus 1300 Pamphlet Titles. Dale E. Shaffer. D. E. Shaffer, Library Consultant, 437 Jennings Avenue, Salem, OH 44460, 1978. $3.95

PERIODICALS:

Index to Free Periodicals. Twice a year (August and February) each issue covers a 6 month period. Pierian Press, 5000 Washtenaw, Ann Arbor, MI 48104. $15.00
Articles indexed by subject. Example: "Japan Changes Course". The Lamp. 58: 4, Winter 1976. p.28+, illus.

Media Monitor: The Timely Guide To Learning Resources. Four times a year. Informedia, P. O. Box 1020, Pearl River, NY 10965. $10.00
Low cost/no cost sections appear regularly.

Selected U. S. Government Publications. Monthly. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. Free
"On Foreign Shores" section often includes pamphlets and booklets related to Japan.

Sources: A Guide to Print and Non-Print Materials Available From Organizations, Industry, Government Agencies and Specialized Publishers. Subscription published 3 times yearly. Gaylord, P. O. Box 4901, Syracuse, NY 13221. $60.00
Thousands of titles are listed, including those related to Japan.

Vertical File Index: A Subject and Title Index to Selected Pamphlet Materials. Monthly, except August. H. W. Wilson, 950 University Avenue, Bronx, NY 10452. $16.00
Japan is often listed as a subject heading.

WHAT: Materials Available from the Japanese Embassy and Consulates

Copies of the following materials are available from the Consulate office serving your area. Check the complete listing under the section listing "Sources". All are available at no charge when there is a sufficient supply.

GENERAL

The Japan of Today - General and comprehensive book covering all aspects of modern Japan. (Ministry of Foreign Affairs, 1976) 145p.

Japan Today - Brief introduction to modern Japan for elementary and junior-high school students. (Ministry of Foreign Affairs, 1977) 32p.

Japan - Pictorial leaflet/poster of Japan.

Statistical Handbook of Japan - Annual statistical survey of geography, population, industry, economy, and national life. (Bureau of Statistics, Prime Minister's Office) 162p.

Facts about Japan - Series of topics, each between 4 and 8 pages. (Ministry of Foreign Affairs)
Agriculture, Bunraku, Chanoyu-Tea Ceremony, Children and Festivals, Chronological Outline of Japanese History, Constitution of Japan, Education in Japan, Energy Use in Japan, Gagaku, Geography of Japan, Government, Ikebana, Imperial Family, Industrial Relations, Iron and Steel Industry, Japan's Economy, Kabuki, Literature, Music in Japan, National Flag and Anthem, Noh and Kyogen, Religion, Shipbuilding Industry, Sports in Japan, Status of Women, Transportation

HISTORY

Japan in Transition - History of Japan's modernization, from 1856 through postwar phase. (Ministry of Foreign Affairs, 1975) 111p.

An Introduction to Japanese History - Japanese history, beginning with classical period. (International Society for Educational Information, 1974) 52p.

Japan's Cultural History: A Perspective - Origins and development through history of Japan's unique cultural heritage. (Yutaka Tazawa, et al; Ministry of Foreign Affairs, 1973) 120p.

A Nation Reborn: A Short History of Postwar Japan - (Jun Eto; International Society for Educational Information, 1974) 52p.

ENVIRONMENT

Development of Environmental Protection In Japan - Collection of articles documenting the various steps taken at the beginning of this decade toward increasing environmental protection. (Ministry of Foreign Affairs, 1974) 174p.

Environmental Policy of Japan - (Ministry of Foreign Affairs, 1968) 48p.

Scientific Whale Conservation: An International Responsibility - (Japan Echo, Inc., 1977) 10p.

Whaling and Japan - (Rempei Komatsu; Japan Institute of International Affairs, 1974) 24p.
Living With Whales - (Japan Whaling Association, 1978)

FOREIGN RELATIONS

Japanese and Americans in a New World in a New Age - Issue involved in the intercommunication between Japan and the United States. (John K. Emmerson; Japan Information Service, N.Y., 1974, 1977) 24p.
Japan-Indispensible Partner: Commentaries from the American Press - (The American-Japan Society, Inc., 1973) 22p.
Japan's Northern Territories - The Japan-Soviet issue regarding the group of islands between the Japanese island of Hokkaido and the Kurile Islands of the Soviet Union. (Ministry of Foreign Affairs, 1977) 20p.
Diplomatic Bluebook for 1976: Review of Recent Developments in Japan's Foreign Relations - Translation of Part 1 of the 1976 Diplomatic Bluebook published by the Ministry of Foreign Affairs. (Ministry of Foreign Affairs, 1976) 79p.

OTHER TOPICS

Fisheries of Japan - (Ministry of Foreign Affairs, 1975) 30p.
Aircraft of Japan - (Ministry of Foreign Affairs, 1968) 48p.
Japan's Changing Population Structure - (Toshio Kuroda; Ministry of Foreign Affairs, 1973) 95p.
Labor Relations in Japan - (Katsumi Yakabe; International Society for Educational Information, 1974, 1977) 85p.
Politics in Modern Japan: Development and Organization - (Soichi Kishimoto; Japan Echo, Inc., 1977) 165p.
Social Education and Its Administration in Japan - (Social Education Bureau, Ministry of Education, 1972) 40p.
Japan in the American Classroom - Booklet for teachers which provides suggestions and a discussion of resources available for introducing Japan into the classroom. (Seymour Fersh; Japan Information Service, N.Y., 1977) 18p.
The Emperor of Japan - (Edwin O. Reischauer; Japan Society, Inc.,1975) 32p.
The Imperial Family of Japan - (Ministry of Foreign Affairs, 1975) 4p.
Introducing Japan Through Books: A Selected Bibliography - An annotated bibliography for the non-specialist on various aspects of the national life of Japan. (Mokoto Kuwabara, Atsumi Kumada; Ministry of Foreign Affairs, 1973) 61p.

Also available: Maps, Posters, Back issues of Japan, a pictorial monthly, and Japan Echo, a quarterly journal, and Speech texts, by various Japanese ministers and delegates, on topics such as foreign relations, economics, and domestic concerns.

Japanese Consulate Films

The following 16mm sound, English language films are available from your local Japanese consulate office. Requests should be placed as far in advance as possible to ensure obtaining the film desired. Requests should indicate: 1) Title of the film desired, with alternate choices, and

2) Date when film is to be shown, with alternate choices. The borrower is requested to return the film by Special Delivery (Special Fourth Class Rate) and to complete a "Film User's Report" enclosed with the film.

1.	Agriculture in Japan	30 minutes
2.	Akiko-the Life of a Japanese Girl	22
3.	Architecture of Japan	20
4.	Art & Meaning of Ikebana	27
5.	Boy and a Crane	27
6.	Building for Peace and Prosperity	28
7.	Bunraku-Puppet Theatre	28
8.	Children's Songs of Japan	29
9.	Culinary Art of Japan	29
10.	Family of Tokyo	20
11.	Festival Japan	21
12.	Four Seasons for Children	25
13.	Gardens of Japan	18
14.	Japanese Gardens	10
15.	Ikebana: Art of Flower Arrangement	20
16.	Imperial Family of Japan	27
17.	Industrial Technology	27
18.	Invitation to Traditional Music	25
19.	Japan - 1970	27
20.	Japan, Season by Season	28
21.	Journey through Japan	27
22.	Journey to Western Japan	20
23.	Kabuki: Classic Theatre	32
24.	Kaguya-Hime: The Princess of Moon	18
25.	Kokoro: Heritage of Kanagawa	
26.	Language of Japan	20
27.	Life from Sea	26
28.	Living Arts of Japan	30
29.	Modern Architecture	28
30.	Modern Women of Japan	27
31.	Mount Fuji	25
32.	Nara: Stroll through History	
33.	Nature's Bounty - Flowers for Japanese	30
34.	Nature's Patterns - Japan's Classic Beauty	20
35.	New Tasks for Japan	23
36.	Noh	28
37.	Origami: Folding Paper	26
38.	Overseas Trainees in Japan	27
39.	Rice & Agriculture	28
40.	Rivers & Japanese People	27
41.	Schooling for Progress: Japanese Compulsory System	18
42.	Shopping in Japan	22
43.	Sports in Japan	23
44.	Spring in Japan	21
45.	Tokyo	20
46.	Touring Japan	27
47.	Toward a New Tomorrow: Land Development Today	27

48.	Two Weeks in Japan	30
49.	Universities in Japan	28
50.	Women in Kimono	11
51.	Youth of Japan	28
52.	Yuzen-Kimono	10

NEW FILMS 1975-1977

53.	An Asset from the Past: Systematic Approach	27
54.	Children in Town & Village	28
55.	A Day for All People: Politics in Japan	16
56.	Defence of Japan	40
57.	Energy Problem	10
58.	Farmers for Fishes	10
59.	Growing up Japanese	25
60.	Imperial Tour of U.S.A.	40
61.	Invitation to Tea	15
62.	Japanese Handmade Paper	13
63.	Living Forest (1) Ecologic System	30
64.	Living Forest (2) Preserving Forest	30
65.	Mass Communication and Japanese People	27
66.	Natural Domain: Birds & Animals	27
67.	Ocean Expo '75	21
68.	Pollution	26
69.	Problem of Urban Traffic	10
70.	In Pursuit of Sensitivity: Miniature in Art/Science	26
71.	Recreation, Japanese Way	28
72.	Shinkansen Super Express	22
73.	Tokyo: World's Safest City	25
74.	Traditional Handicrafts in Modern Living	27
75.	24 Hours: Story of Three Japanese	14
76.	Water and Agriculture	29
77.	Welfare for the People	27

PERSONALITIES OF TODAY

78.	K. Shoji & H. Nakamura - Novelist & Pianist	28
79.	Kaii Higashiyama of Japanese Painting	28
80.	Kisho Kurokawa - Architect	28
81.	Toshiro Daigo - Judo-ka	28
82.	Shukaku Takagawa - Go-player	28
83.	Toyozo Arakawa - Potter	28

Japan Air Lines Brochures and Films

Japan Air Lines has a helpful brochure series covering a variety of subjects that is available free of charge. Each 12-page brochure gives useful background and information on some aspect of Japan and also includes a brief bibliographic listing for further reading. Some of the most useful titles are listed below under their appropriate series heading. Japan Air Lines also has a collection of 25 films depicting some aspect of Japanese life and culture. Consult your phone directory or the Sources Section in this publication for the nearest office.

THE CULTURE OF JAPAN SERIES

The Tea Ceremony
The Japanese Language
Esthetics
Flower Arranging
Performing Arts
Modern Architecture
Traditional Gardens
Music of Japan
Ceramic Arts

INSTITUTIONS OF THE ORIENT AND PACIFIC SERIES

Education in Japan
The Legal System of Japan
Medicine
Religions of the Orient
Government in Japan

BUSINESS IN JAPAN

The Japanese Firm
The Labor Movement
Economy and World Trade
The Press

HOBBIES, SPORTS, AND RECREATION OF JAPAN

Festivals of Japan
Traditional Sports
Games

HISTORY AND GEOGRAPHY

History of Japan
Geography of Japan

Japan Trade Center Films

The following 16mm color free-loan films are available from either the Japan Trade Center closest to you or from Association Films, Inc. See Sources Section for closest Trade Center or Association Films Regional Offices. Users are required to pay return postage only.

Stories of Four Japanese (F-049)
An Outdoor Exhibition of Sculpture (G-851)
100 Million Varied Consumers (G-554)
A Mother's Wish (G-848)
Live on Forever-Oze Park (G-553)
Land of Japan-Its Traditional Technology (F-040)
The Sea and the Japanese (G-552)
Decision Making in Japan (K-813)
Design-Human Life & Material Things (K-295)
Japan and the Sun (K-814)
Koji, a Young Mechanic (K-815)
Still Stand the Tall Trees (K-296)
Where is Real Japan? (K-297)
Monsho: Family Crests of Japan (F-050)
For Greener Earth (F-039)
Meet the Japanese (F-047)
Quiet Life (F-034)
How East was Won (F-045)
On-the-Job Training in Japan (L-911)
A Boy and His River (L-910)
A Tale of Two Countries (F-048)

Japan National Tourist Organization - Films and Brochures

A number of useful pamphlets and films are available from the Japan National Tourist Organization closest to you. Some of the most useful pamphlets are The Tourist's Handbook and Your Guide to Japan.

JAPAN IN GENERAL	
Akiko (1970)	21½ minutes
Destination Japan (1973)	28
Japan Newly Discovered (1968)	28
Journey Through Japan (1969)	27
Nature's Patterns (1969)	20 3/4
Shinkansen (1976)	22
This Year We Went to Japan (1977)	22
TOURIST RESORTS	
A Journey to Western Japan (1971)	20½
Nara, Stroll Through History (1972)	20½
Tokyo (1971)	19½
SEASONAL ATTRACTIONS	
Japan in Winter (1970)	16½
Spring in Japan (1972)	21½
The Four Seasons in Japan (1974)	28
SPECIAL INTEREST	
Bamboo (1974)	14
Festival Japan (1968)	21
Japan Welcomes Your Convention (1971)	13
Japanese Gardens (1973)	14
Japanese Handmade Paper (1973)	14
Japanese Handmade Toys (1977)	14
Sports in Japan (1975)	22 2/3
NO NARRATION	
Handicrafts of Japan (1970)	10
The Japanese Garden (1971)	11
Yuzen-Kimono (1970)	10
Women in Kimono (1971)	11

Japan Foundation Films

The following color free-loan films are available from the Japan Foundation, Washington Liaison Office, Suite 430, Watergate Office Building, 600 New Hampshire Ave. N.W., Washington, D.C. 20037. Users are asked to pay return postage and insurance only.

HISTORY

Japan (1974)	80 minutes
The Ancient Tombs of Japan (1968)	30
Heritage of Stone Arts (1970)	29
Asuka, Japan (1973)	26
Nara, Japan (1968)	22
World of the Heike Monogatari (1969)	27

ARCHITECTURE AND GARDEN

Horyuji Temple (1958)	24
Himeji Castle (1970)	25
Meiji Mura Museum (1975)	40
Kyoto Imperial Palace (1972)	21
Shugakuin Imperial Villa (1972)	23

PERFORMING ARTS

The Miracle at Tsubosaka Temple (1974)	28
Bunraku: Puppet Theatre of Japan (1967)	30
Kabuki (1964)	30
To Move in Beauty: Apprenticeship in Kabuki (1977)	28
Noh Drama (1965)	30
Gagaku: Etenraku (music) (1972)	22
Gagaku: Taiheiraku (dance) (1972)	44
Invitation to Traditional Japanese Music (1970)	25
Sounds of Bamboo (1976)	41
Awa Odori Dance (1971)	13
Dainichido Bugaku (1970)	13

ARTS

Colored Nabeshima Ware (1973)	29
Mashiko Porcelain (1969)	25
Lacquer and Ceramic Wares (1970)	30
Maki-E (Gold Lacquer) (1972)	31
Narrative Picture Scrolls (1974)	28
Ukiyo-E Printing: Art for the People (1969)	22
Centuries of Prints: Woodblock Prints, Their Traditional Techniques and History (1974)	27
Japanese Paper (1970)	30
Handmade Japanese Paper (1975)	31
Kaga Yuzen: The Traditional Dyeing of Kanazawa (1975)	20
The Art of Ise Paper Patterns (1977)	30
Japanese Fabrics (1970)	30

Kyogashi: The Celebrated Cakes & Sweets of Kyoto (1972)	30 minutes
Shiko Munakata, Master of the Wood-Block Print (1975)	32
The Days of the Cross (1975)	25

NATURE AND SCIENCE

The Beginning of Life: The Mammalian Story (1970)	26
Animals in the Virgin Forests of Amani Island (1975)	27
Raicho (Rock Ptarmigan) (1967)	32
Earthquake Prediction in Japan (1966)	27
Unusual Weather (1975)	30

EDUCATION

A Day at School in Japan (1976)	28
Children and Art (1969)	36
A Boy Weaving Sashes (1970)	25

MISCELLANEOUS

Bonsai (1976)	31
The Gods of the Ainu (1966)	23
Curios and Customs: The World of Japanese Antiques (1976)	30
Kites of Japan (1976)	28
The Hidden Metropolis: Tokyo Underground (1976)	29
Public Security in Tokyo (1976)	30
Salary Man (1975)	28
Women's Life (1975)	28
Winter Life (1974)	28

ANIMATION

Tora's Strange Adventure (1971)	17
The Mochi-Mochi Tree (1972)	17

HOW: APPENDIX

An Outline of the Use of Free Japanese Materials in the Curriculum

All of the materials listed are available free of charge from the Japanese Consulate office in your area. Even if your respective school does not have a specific course devoted to Japan, there are many ways that Japan can be infused or plugged into the existing curriculum. Art, music, language, history, political science, physical education—these are just some of the many already-existing "entry points" for the teaching of Japan.

I. INTRODUCTION TO JAPAN

Japan in the American Classroom. A good place to start; this book offers useful suggestions and suggests basic questions to be answered.

Japan Pictorial. A magazine, especially useful for bulletin board display materials.

JAPAN. Fold-out type brochure for display purposes.

Japan Today. Brief overview of contemporary Japan; topics include education, industry, fisheries, government, etc.

An Introduction to Japanese History. A beautiful picture book; can be used in middle school and high school classrooms; covers the classical, feudal, and modern periods; includes a bibliography.

FACTS ABOUT JAPAN:
National Flag and Anthem. The FACTS ABOUT JAPAN series consists of informative handouts on various aspects of Japanese culture.

Introducing Japan Through Books. Extensive listing of books by subject area; a good resource for the school librarian. Another good library resource is What Shall I Read About Japan?; this pamphlet is available through the Japan Society, although some copies are available through local consulate offices.

II. GEOGRAPHY

Japan provides an example of what an island nation with a paucity of natural resources can achieve through modernization and technology.

Huge wall maps are available from Japanese consulates.

FACTS ABOUT JAPAN:
Geography of Japan.

Films:
Spring in Japan
Mount Fuji
Journey Through Japan
Journey Through Western Japan
Rivers and Japanese People

III. HISTORY

Japan can easily be integrated into a variety of history offerings in the social studies curriculum. During a course in European history, Japan might be studied as a contrasting medieval system. In the area of Third World Studies, Japan provides a case study for the investigation of Westernization vs. Modernization. Students might examine what elements of Westernization must be accepted or at least grafted onto the indigenous culture before modernization can occur.

FACTS ABOUT JAPAN:
Chronological Outline of Japanese History.

Films:
Nara: Stroll Through History

IV. LAW & POLITICAL SCIENCE

Most students must study the U.S. Constitution. Exercises comparing the U.S. and Japanese constitutions might prove interesting. The concept of civil liberties might be discussed from the point of view of a group-oriented nation (Japan) vs. an individual-oriented country (U.S.).

FACTS ABOUT JAPAN:
Imperial Family.
The Constitution of Japan.
Government.

Films:
A Day for All People—Politics in Japan
Defense of Japan

Classroom Exercises (see appendix):
"A Role Play on the Position of the Military in Japan"
"Analysis of the Constitution of Japan"

V. INTERNATIONAL RELATIONS

Japan is playing an increasingly important role as both an Asian and a "Western" leader. Many schools which have international relations and contemporary affairs courses use simulation techniques, especially mock or model United Nations. Why not try this approach? Materials on Japan are readily available.

Japan in the U.N. Useful in classroom U.N. simulations; includes political disarmament, scientific, technological, economic, and social questions.

Diplomatic Bluebook for 1977. Japan's role in many major world developments is examined. Teachers might choose one topic or issue and focus on Japan's role, e.g., page 56, "Efforts to Ensure Peaceful Use of Nuclear Energy," comparing it to the U.S. approach.

Living with Whales. This booklet and a study of the whaling issue as a current events topic would be especially relevant in a social studies, science, or ecology course.

Films:
Life from the Sea
Ocean Expo '75
Farmers for Fishes

VI. SOCIAL STUDIES

The entire social studies domain offers a number of opportunities for the inclusion of Japanese topics and examples. A number of the films listed below can be useful in making cross-cultural comparisons.

Japan in Transition. Large print, fairly easy reading; covers 100 years of modernization. The graphics are both attractive and instructive.

FACTS ABOUT JAPAN:
Education in Japan.
Energy Use in Japan.
Status of Women.
Transportation.

Films:
An Asset from the Part-Systematic Approach
Children in Town and Village
Energy Problems
Living Forest (1): Ecology System
Living Forest (2): Preserving Forest
Man, Communication, and the Japanese People
Pollution
Problems of Urban Traffic
Modern Women in Japan
Women in Kimono—"Yuzen Kimono"
Shinkansen Super Express
Tokyo: World's Safest City
24 Hours: The Story of Three Japanese
Tokyo
Universities in Japan
Youth of Japan
Growing Up Japanese
Akiko: The Life of a Japanese Girl
Families of Japan
Schooling for Progress: Japanese Compulsory System

Classroom Exercise (see appendix):
"How to Get Along in Japanese Society——A Role-Playing Exercise"

VII. ECONOMICS

The role of the United States in the daily life of the Japanese grows stronger every year. According to recent figures, the U.S. supplies 95% of the soybeans the Japanese use. Of the 200 largest U.S. manufacturing companies listed in Fortune magazine, 117 are now in Japan. While Americans may find Kawasakis and Sonys everywhere, it is also true that most Japanese are finding such U.S. firms as Meiji Borden and Fuji Xerox equally ubiquitous.

Japan's Economic and Trade Surplus. A good teacher resource; helps sensitize one to the Japanese side of the trade question. Two other publications of note are U.S.-Japan Farm Trade and The High Cost of NOT Doing Business with Japan, available from the U.S.-Japan Trade Council, although copies are available at some consulates.

Statistical Handbook of Japan—1977. Rich source of facts on Japan. Data allows for important societal comparisons between the U.S. and Japan on a variety of issues. Students might be asked to compare Japan to a number of other countries (e.g., European, Third World, etc.). Data on the following topics is provides: (1) Land and Climate; (2) Population; (3) Agriculture, Forestry, and Fisheries; (4) Mining, Manufacturing, and Construction; (5) Transportation and Commerce; (6) Domestic and Foreign Trade; (7) Banking and Finances; (8) Enterprises, National Income, and National Wealth; (9) Labor; (10) Prices and Household Economy; (11) Social Security and Health; (12) Education, Culture, and Science; (13) International Cooperation; and (14) Government.

FACTS ABOUT JAPAN:
Industrial Relations.
Iron and Steel Industry.
Japan's Economy.
Shipbuilding in Japan.
Agriculture.

Films:
Agriculture in Japan
Industrial Technology
Overseas Trainees in Japan
Rice and Agriculture
Toward a New Tomorrow: Land Development Today
Water and Agriculture
Life from the Sea
Farmers for Fishes
Shopping in Japan

VIII. RELIGION AND THOUGHT

While the roots of Shinto extend far back into Japanese prehistory, it still remains a vital contemporary force. In addition, Buddhism has further enriched Japanese culture. An understanding of the delicate interweaving of these two strands is essential for an appreciation and understanding of Japanese culture.

Japan's Cultural History: A Perspective. A beautiful book; contains a section on the cultural implications of Buddhism and Shintoism.

FACTS ABOUT JAPAN:
Religion.

IX. LITERATURE/LANGUAGE

Japanese literature provides the teacher with a rich storehouse of resources. Whether you choose a simple haiku exercise or an in-depth exploration of the psychological themes in the modern novel, numerous resources are available in your local library. In addition, students might like to study the various English loan-words that have been incorporated into contemporary Japanese.

FACTS ABOUT JAPAN:
Literature.

Films:
Language of Japan

Classroom Exercises (see appendix):
"Haiku"
"A Baseball Game"

X. DRAMA

Japan's performing arts are an example of refinement and symbolism. The films and readings listed below can be used to create a visual contrast to traditional Western modes, as well as serving to aid the discovery of similarities.

FACTS ABOUT JAPAN:
Bunraku.
Kabuki.
Noh & Kyogen.
Gagaku.
Children and Festivals.
Chanoyu—Tea Ceremony.

Films:
Bunraku—Puppet Theater
Festival Japan
Kabuki: Classic Theater
Noh
Invitation to Tea

XI. ART/MUSIC

Both art and music take on a broad meaning when one talks about the Japanese aesthetic. Rather than being isolated museum or auditorium experiences, both art and music pervade the daily life of most Japanese. Some of the films listed below can be an especially valuable resource when introducing these subjects.

Japan's Cultural History: A Perspective. The numerous color plates used throughout this book make it an excellent resource.

FACTS ABOUT JAPAN:
Ikebana.
Gagaku.
Music in Japan.

Films:
Nature's Pattern—Japan's Classic Beauty
Architecture of Japan
Art and Meaning of Ikebana
Culinary Art of Japan
Children's Songs of Japan
Gardens of Japan
Japanese Gardens
Ikebana—Art of Flower Arrangement
Japanese Handmade Paper
Origami—Folding Paper
K. Shoji and H. Nakamura—Novelist and Pianist
Kaii Higashiyama of Japanese Painting
Kisho Kirukawa—Architect
Living Arts of Japan
Modern Architecture
Traditional Handicrafts in Modern Living
Invitation to Traditional Music

XII. SPORTS

Both traditional and modern sports enjoy a wide following in Japan today. Studying the games of a particular nation is often an effective and painless way to involve students.

FACTS ABOUT JAPAN:
Sports in Japan.

Films:
Sports in Japan
Recreation, Japanese Way
Shukaku Takagawa—Go Player
Toshiro Daigo—Judo-Ka

Classroom Exercises (see Appendix):
"Jan Ken Po" (Stone, Paper, Scissors)

A ROLE PLAY ON THE POSITION OF THE MILITARY IN JAPAN

by

Richard Siegert

Facts to be considered:

1. In response to World War II, Hiroshima and Nagasaki, and U.S. demands, Japan has renounced the use of war. In Chapter II of the Japanese constitution, article 9, it states: "The Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes. In order to accomplish the aim of the preceding, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized."

2. The U.S. currently maintains many bases in Japan with 46,000 American troops stationed there.

3. Japan currently maintains military forces under the label of "Self Defense Forces."

4. Japan's current defense spending runs to $10 billion annually. This ranks Japan seventh in the world in defense expenditures.

PROCEDURE:

Choose 1/3 of the students to represent the Japanese Diet, about to vote on a request to raise defense spending to $11.2 billion for the coming year. Another 1/3 will represent witnesses to testify on behalf of the proposed spending. The final 1/3 will speak against the proposal.

ROLES:

Diet Members: Neutral. Your final decision will be based entirely on which side, in your opinion, gives the best arguments.

Pro-Defense Spending:

a. Military commander who feels it is the best way of ensuring survival.
b. Politician who feels it would help to alleviate dependence on the U.S.
c. Professor who argues that it would actually be appreciated by the U.S.and many Asian countries as a means of counter balancing the growing threat of Russia and China in the area.
d. Any other arguments your side can think of to help their presentation.

Anti-Defense Spending:

a. Politician who feels the self defense forces are already a violation of the constitution.
b. Politician who argues that defense would be better ensured by relying more on the U.S.
c. Economist who argues that it would only add fuel to the fires of inflation.
d. Professor who argues that it would only serve to antagonize neighboring countries and may actually increase the odds of war.
e. Any other arguments your side can think of to aid your presentation.

ANALYSIS OF THE CONSTITUTION OF JAPAN

by

Richard Siegert

PROCEDURE: Hand out copies of the Japanese constitution to each student.

Divide the students into appropriate numbers of groups and assign reading of the first 10 chapters of the constitution. (e.g. 5 groups of students, each group reads 2 chapters). Tell students they are to look especially for similarities and differences to the American constitution.

POSSIBLE DISCUSSION QUESTIONS:

1. Ask for obvious similarities and differences. List in two columns on the board.
2. Are there any aspects of this constitution which you feel were especially difficult for the Japanese people to accept? Why or why not? (adopted on May 3, 1947)
3. How might this constitution have been different had another country been the main occupying force after the war, for example, Great Britain? Russia?
4. How reliable is it to analyze another country's society and government on the basis of their constitution?
5. Are there any parts of the Japanese constitution that you feel would make a valuable addition to the American constitution? Why or why not?

HOW TO GET ALONG IN JAPANESE SOCIETY—A Role-Playing Exercise

(rough draft; may need refinement to be suitable for the classroom)

Prepared for the Conference on Education for Mutual Understanding:
Teaching about Japanese-American Relations

by

Prof. Judith Berling
Indiana University

OBJECTIVE: This role-playing exercise or game is designed to help students understand the "rules" or values of Japanese society. Why, in specific situations, do Japanese make decisions quite different from those we would make under the circumstances? What benefits or rewards do they get for playing by their rules? It is hoped that students will learn that while the Japanese have different values, they also have different satisfactions and different fulfillments; in other words, that the rules of each culture make total sense from that culture's point of view.

INTRODUCTION: We have tried to illustrate the values of Japanese society in terms of a few rules for good teamwork. Included here are the simple rules, designed for students, and the situations as they should be explained to students. Also included, for the sake of the instructor, is a background to the rules and the situations, explaining more fully what cultural values are implied. In some cases, we expect that students will not be able to guess from the rules what the Japanese would do, but after it is explained to them, they will see that it makes sense. This should help to illustrate to them the fact of their own cultural conditioning.

RULES FOR GETTING ALONG IN JAPANESE SOCIETY

1. You are a team member. When the team wins, you win. When the team loses, you lose. (You are members of several teams - family, village, place of work, country).

2. Team members must obey the rules of the team, or they will be "benched". Their teammates expect them to "play fair", or they will not associate with them.

3. Team members are expected faithfully to play their role and perform their function for the team.

4. You cannot switch teams; you belong to a team for life.

5. If one team member makes a mistake or gets into trouble, it ruins the reputation of the entire team. It is not simply his/her mistake. Thus team members will work together to try to avoid all mistakes.

6. The team leader is responsible for the whole team; he assumes public responsibility for their errors. They, in turn, are personally responsible to him. Since no one is expected to change teams, the team leader cannot simply "get rid of" a bad player; he must work very hard to build a first-rate team with the players he has.

7. First, second, and third string are determined by age (seniority). People of the same age are on the same string, and they "move up" together. This promotes internal cooperation and teamwork, rather than jealousy and competition to "get ahead".

8. The best rewards in life are for good team work. Individual success may be nice, but it is not shared, and does not increase one's sense of belonging to the team. Individual success is permitted so long as it does not threaten one's committment to the team and one's solidarity with team members.

9. A team is defined not only by its present members; it has a tradition. It includes all players of the past, and potential players of the future. The short-term success of the moment is never allowed to endanger the built-up reputation of the team, or its possibilities for future success. Thus the team not only wants to win this game and this pennant, but - most importantly - to prepare for the best possible record over the long term.

10. Team spirit requires the good will and total committment to the team of all its members. They cannot make a show of team spirit while secretly thinking only of themselves.

Teacher's Background:
RULES FOR GETTING ALONG IN JAPANESE SOCIETY

1. The Japanese sense of self does not rest on the individual but on the social self, as a member of an ongoing family line, a resident of a village, a worker in a company. They see the Western view of the individual as rootless, lonely, and depressing. They want to be part of an on-going human stream. This is our most fundamental problem in understanding the Japanese, for our notions of self-fulfillment and happiness are excessively individualistic, and we see risking loneliness or unpopularity in a noble cause as the highest of human activities. The Japanese would see the highest good as being able to convince the group to recognize the moral demands of life.

2. There is social pressure in Japanese society which supports the traditional values. Since they do not put self-fulfillment first, it is natural that they should dissuade "wrong-headed rebels" who are threatening to give up the all-important sense of belonging for some individual whim which may not prove very satisfying. The young and restless are counselled to be patient and maintain their ties with family, friends, and work until their point is seen and understood, if ever. The cost of alienation is simply too great to risk for some "selfish" purpose, and they do not want the person to end up lonely and bitter.

3. Each person, depending on his or her place in society, has certain obligations and certain modes of behavior expected of him/her. So long as he/she fulfils these rules, he/she belongs and is accepted. Far from seeming oppressive, these rules give the individual an easy way of belonging. Contrast American society in which there are very few rules, and belonging (especially to family and/or peer group) depends on intangible feelings, sense of compatability, etc. The Japanese find American society very difficult, because one is never sure when one belongs, or exactly what is expected.

4. Many of you will know of the life-time employment system in Japan, which offers great security for the individual. Once you are hired, you are "safe", and you need not worry about belonging. Likewise, family and social ties are much more enduring in Japan; friends are friends for life. The cost of alienation from family or friends is much higher. A "healthy" individual is expected to remain part of the same group for life, and he/she feels great acceptance in having this stable group of old friends and family.

5. This rule states the concept of "face". "Face" is the person's reputation for integrity. However, when one loses "face" by an unacceptable social act, the loss of "face" is not merely the person's shame, but it also reflects on his group, and in particular on the leader responsible for the group. The group and the leader are responsible for that person's behavior. This group responsibility not only determines group culpability, but it means that the group and the leader take much more responsibility for guiding the member's behavior than in our culture; a team member is not just a member because of a "contract", but rather the group works together to give each other guidance and support.

6. This value comes from Japan's feudal tradition, and represents one aspect of the reciprocal relationship involved in the strong loyalty to group and superiors expected in Japanese society. It is not a matter of loyalty to an arbitrary dictator; the burden of the leader is very heavy. He is very responsible for the actions and characters of those under him. An error by an underling is ultimately his responsibility, and he must assume public responsibility for it. To prevent such disasters, the Japanese leader understandably takes a strongly paternalistic interest in those under him.

7. Japanese society is hierarchical, and the levels are determined by age and seniority. Again, the Japanese view of the individual determines this. In the Western sense, competition on the basis of individual ability and achievement makes all the sense in the world, since our society seeks to maximize fulfillment of each individual according to his capabilities. However, if group identity and belonging is more important thatn individual success, then you want the rules for "advancement" not to undermine the sense of team solidarity, the sense of mutual trust and belonging. Thus, you try to minimize competition within the group, while maximizing the success of the group as a whole. If one knows that one will belong to the team for life, and will benefit from team success, it makes less difference how long it takes to get to the top, or whether one is recognized as a "star".

8. Here again we confront our Western difficulty in dealing with the Japanese concept of self. We tend to believe that groups (family, offices, country, etc.) should be organized to allow individuals maximum freedom to pursue their interests, ambitions, dreams, and ideals; if we are "held back" by job or by friendships, we will tend to counsel people to leave them behind, take a risk, and "follow their star", to do WHAT'S BEST FOR THEM. In Japan, some people do this, but the cost is very great - one is cut off from friends and family; people tend to see one as selfish and unduly ambitious; there is nowhere to turn when one is down. The best parallel, perhaps, is our reaction to someone who would betray friendships, use people, and step on anyone in his way to succeed. It is not that the Japanese do not dream dreams, but that they are very aware of the cost in loneliness and suffering.

9. The Japanese family is not the living members, but all of the ancestors and descendants; it is a family line. They will thus be very loath to gamble the family wealth (land, business, etc.) in a venture which is the dream of one individual. They want to insure a future, not just for the next generation, but for many generations. Likewise, a business will be suspicious of short-term solutions to problems; they will ask workers and management to make more sacrifices for the long-term. (A good example is the lower take-home pay of Japanese workers, who accept certain benefits in place of salary benefits, to insure the expansion and strength of the company).

10. Because of our concept of individuality and individual fulfillment, we tend to see life as "the individual against the system", and we calculate how to play the rules of the system so as to get the most for ourselves. In Japan, because the concept of self is more social or group-oriented, it IS more satisfying to work for group fulfillment. They don't feel that they are making some tragic sacrifice in subordinating individual interests for group interests; they feel an enormity of sacrifice when their individual interests drive them to alienate themselves from a group.

SITUATIONS

1. Yoshi is the son of a wealthy family that owns a textile plant. He is the only child of his parents. His wife, whom he loved dearly, died in childbirth just a year ago. He has no desire to remarry; he loved his wife too much, and it would seem an insult to her memory. However, his parents want him to marry again, because they want a grandchild to inherit the textile plant. Actually, Yoshi doesn't like the textile business. If he had his way, he would move to Tokyo and become a car dealer. What should Yoshi do? Support your decision with the rules you have.

2. Midori is a 24-year-old woman who has worked in a bank for three years, since graduating from college. She was hired along with ten other people of her same age, seven men and two other women. Her work record is better than anyone else's in her group, and since it is time for the group to start moving ahead, her bosses have been asking her to consider a promotion. But Midori is worried. If she is promoted, she will move ahead of her age group to be the youngest officer in the bank. These ten people are her best friends; she spends all of her free time with them - they do something almost every Sunday. Also, if promoted, she will move ahead of the men in her group. The men expect to make a lifetime career of their work at the bank, but Midori will quit when her first child is born. What will she do, and why?

3. Takashi has just graduated from agricultural college and has returned to his small farming village, where they grow and sell oranges. The village now carries the oranges down the mountain to the market in handcarts, for there is only a narrow dirt road which cars cannot use. Takashi has estimated that if the villagers would pave a road and use trucks, they could get 99% of the oranges to market unbruised and undamaged. In less than 10 years, they could repay the investment for the road and make a handsome profit on their oranges. However, the old farmers like doing things the old way, especially since building a road means someone would have to give up some of his land. What would Takashi do, and how would he do it?

4. The seventh-grade teacher, Sato sensei, used some extremely offensive language in the classroom. The shocked students told their parents, who are irately demanding Mr. Sato's resignation. They have come to complain to the principal, Mr. Tanabe. What would Mr. Tanabe do?

5. Mr. Akiyama, president of the Datsun corporation, has no sons to inherit his empire, only three daughters. How would he go about ensuring an heir?

Teachers Background: NOTES ON SITUATIONS

1. Yoshi should remarry and work in the textile plant. He has obligations to his family to provide descendants, and to the family business to keep it prospering for posterity. Note: It would be entirely another matter if he had brothers who could step in and carry on the family line; he still might be under family pressures to carry on the business, but if he persisted they would probably give in so long as his brother was able to carry on. They might even give him some money to get his car dealership going, if that investment did not threaten the family's long-term prosperity.

2. She would very likely turn down the promotion and suggest instead that her whole group be consulted about who among them should first get an advancement. She would be very worried that accepting the promotion would cause hard feelings among the group and make it harder for them to be good friends. Without the clear support of her peers, she would be very nervous about the responsibilities of the new job. Also, she would be afraid that being promoted ahead of male peers might make her seem pushy and unmarriageable. She would opt for any solution which would keep feeling within her group as comfortable as possible.

3. First,he would <u>not</u> aggressively put his idea forward as <u>his</u> idea. In Japan, impressing the "bosses" with one's individual talents is less important than knowing how to bring good ideas to the group. He is too young; he will have to work through some older man who has more respect and seniority within the village. Moreover, the village elders (the team leaders) will have to be convinced that this is in their best interest before the group will accept it. Finally, it will have to be done slowly and carefully so that there is real consensus and solidarity in the group about the plan. It will take several years of patient discussion through proper channels; but once the decision is taken, it will have the group behind it, and they will be ready as a group to make necessary sacrifices.

   (Note: this exact situation is the subject of a wonderful video-tape, available through Earlham College, called "Tangerine Growers of Ryumon". It is a superb documentary of Japanese decision-making.

4. Not only would the principal ask the teacher to publicly apologize and resign, but he himself would resign because he is responsible for his teachers. He would take responsibility on himself. His resignation might not be accepted, but it would be expected.

   Note: During my first week in Japan, a cabinet minister publicly apologized and resigned because of an offensive mis-statement by a member of his department).

5. He would marry a promising young man to one of his daughters, and ASK THE YOUNG MAN TO TAKE HIS FAMILY NAME. In other words, the man would not only be his son-in-law, but his adopted son. Thus all of their children would have the family name, and could carry on the family line.

HAIKU

as a Commentary on Social Issues and Problems
by Terry Ochs, teacher in Salem, Oregon

Note: This haiku exercise is to be used after the students have been exposed to other haiku poems and poets and after having studied the structure purposes and meaning of haiku.

Objective: To illustrate that haiku not only represents the identification of the author with nature and human responses to natural settings, but is written also as a commentary on social issues and problems.

When Emperor Hirohito learned of the decision to expand Japanese military operations in the Pacific and consequently to engage in full scale war, the Emperor summarized his dismay by reciting a haiku written by his grandfather the Heiji Emperor.

Although I consider the surrounding
Seas as my brothers
Why do the waves rise so high?

Questions for students:

1. Why would Hirohito select this poem at this particular time?
2. What does the "seas" refer to?
3. What is meant by "the waves rising"?
4. Identify the emotions conveyed in this poem.
5. Is there a key season word? Why? Why not?

The poet Rotsu (1651-1737) is probably drawing from his own experiences as a beggar in a society that is too busy to provide for his welfare - especially at the busiest time of the year - New Year's Eve. In this selection it is clear that no one could be bothered with his plight.

Go Away! Go Away!
They told me
On New Year's Eve.

Questions for students:

1. Why was New Year's Even chosen as the season?
2. What sentiments are expressed?
3. Would such a poem be applicable to modern Japanese or American society? Under what conditions?

In early Japanese history people accused of serious crimes were often sent to remote islands (especially important figures). Sometimes for political reasons the sentence would be revoked and a government ship was sent to bring the exile home. Shoka's poem (1727-71) refers to such a case. The ship is overdue and there are fears that it may never arrive.

Spring is passing
Where is the ship
Bringing back the exile?

HAIKU ACTIVITIES (cont.)

Questions for students:
1. What type of person might express or share the feeling of this poem?
2. Why was spring chosen as the "kigo"?
3. When and where would such a poem be accurately applied? (in other societies)

The following is a haiku written by a kamikaze pilot of the Seven Seas Unit who died in combat in February 1945 at the age of twenty-two. His name was Haiiche Okabe:

If only we might fall
Like cherry blossoms in the spring
So pure and radiant!

Questions for students:
1. What is the author saying by use of the word "fall"?
2. What is symbolic about cherry blossoms in the spring?
3. In essence, how does the pilot wish to die?
4. Why does this haiku tragically express the Japan of 1945?

Notes to the teacher: As an alternate strategy, the teacher may wish to present a list of the selected poems without introducing their author, historical setting or other related background information. Based on their knowledge of Japanese history (and provided some clues) the students may be asked to:

a. Identify the historical situation the haiku might refer to.
b. Provide a list of possible authors - suggest who might have written the poem and why.
c. Match haiku and author with information given but not in order

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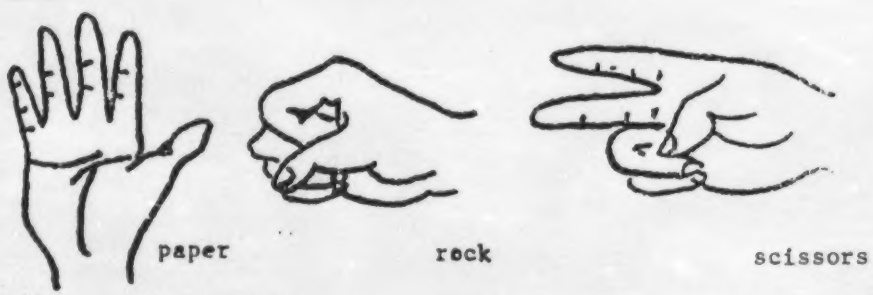
JAN KEN PO - Stone, Paper, Scissors
A Japanese Children's Game

This game may be used to decide who will take the first turn in a game or activity. It can also be played in groups or teams and the one with the most points wins.

Each player faces his partner or members of the group and to the chant of Jan Ken Po, each player shakes his fist up and down (only one hand is used) taking one of the three positions as his/her hand comes down the third time (on the syllable Po). The hand positions are:

Stone dulls scissors so it beats scissors. Scissors beats paper because it can cut it. Paper beats stone because it can wrap it. If there is a tie, try again until there is a winner.



A BASEBALL GAME*

by Prof. Ron DiCenzo, Oberlin College

A young man called on a young girl one summer evening to take her to see (1) be-su-bo-ru, now as popular in Japan as (2) a-i-su-ku-ri-mu. Before the game got under way, he and his (3) su-i-to-ha-to watched the (4) pit-cha wa-mi-n-gu ap-pu. Then the man at the (5) ma-i-ku-ro-no-n or (6) ra-u-do su-pi-ka shouted (7) "Pu-re bo-ru!". Each of the (8) pu-ra-ya on the home (9) chi-i-mu took his position on the (10) da-i-ya-mo-n-do, and a (11) me-n-ba of the opposing team came up to the (12) pu-re-to. The pitch was a (13) su-ro bo-ru which floated in real (14) su-ro mo-sho-n. This was the first (15) su-to-ra-i-ku a-u-to of the game, and there was a loud (16) e-ru from the (17) su-ta-n-do. Feeling was particularly high at this time because it was the first game of the (18) wa-ru-do shi-ri-zu. The lineups read like a (19) pe-ji from the (20) "Hu-zu-hu o-bu Big-gu Ri-gu Be-su-bo-ru."

The second batter got a (21) hit-to, although it dropped very near the right field (22) fa-u-ru ra-i-n. The (23) ra-n-na looked as if he might stretch it into a (24) tsu-be-su hit-to or even a (25) su-ri-be-su hit-to or a (26) ho-mu ra-n. When he finally scored, the (27) su-ko-a bo-ru-do registered (28) wa-n ra-n.

And so on until the (29) rak-ki se-be-n. Meanwhile, the girl had been thinking she would rather be at the movies watching a (30) me-ro-do-ra-ma, one with a (31) hap-pi en-do. So she asked what the result would be if the (32) ha-fu bak-ku should (33) fa-n-bu-ru on the (34) kik-ku o-ru, and it was a very good thing for her that night that her escort did not hear her. His attention was occupied at the moment with the (35) pi-n-chi hit-to in the midst of a batting (36) su-ra-n-pu; he was threatening to give the (37) pit-cha a (38) pa-n-chi in the snoot. The (39) kot-chi on third base looked about to blow a (40) hyu-zu, and it generally was a case of (41) puu-su-po-tsu-ma-n-ship-pu. Finally, the game ended— (42) "Hip-pu, Hip-pu, Hu-re!"

*This exercise illustrates the frequency of foreign loanwords (gairaigo) in the Japanese language. The exercise may be used as an oral exercise, an individual project, or both.

A Baseball Game

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